

S A F E T Y

Two Sections - Section One



EDITOR'S NOTEBOOK

It's April. Suddenly it's spring. You can sense it everywhere. And even if you didn't feel it yourself, you couldn't miss the effects of the season on young people in your charge. For at school, come spring, the world is suddenly on wheels . . . and in a whirl.

On wheels . . . we mean on rollerskates, of course, out in force on the first sunny day. But we also mean on bikes, appearing on streets in increasing numbers this month, as youngsters wheel out shiny Christmas presents for first rides or oil up last year's steeds for future trips to and from school and for after-hour happiness now and all summer.

In a whirl . . . that pertains to the heads of high school girls at the moment. They're walking on clouds these days as they plan for the biggest event of their social season, the school prom. Heads together, they talk of little else: "Have you been asked?" "Did you get your dress yet?" "Where are you going afterwards?"

In tune with the April times, *Safety Education* turns its attention this month to the school world on wheels and in whirl. For now is the time to discuss safety principles for spring and summer bike riders. And now is the time for parents and principals . . . for the PTA . . . to make as many plans for prom night as young people themselves are making.

Our cover story this issue takes up prom night in detail, tells you how one high school in a midwestern city last year worked out a program to eliminate usual hazards of prom night. Also in this issue two California cities show you how to stage comprehensive bike safety programs, with expenditure of (either) few funds or somewhat more. And, not to forget the cars which show up around schools in greater numbers as mild weather arrives, our forum this month is concerned with whether or not student traffic courts can correlate their efforts with city-sponsored violator schools.

All these are presented in the hope that some one school . . . or many . . . may glean an idea that will combat the special hazards of spring, thus reduce the student accident toll this April, 1954. Also in this issue . . . and timely any month . . . you'll find Marland Strasser's discussion of what private industry has contributed to driver education, some samples of how teachers across the nation have made safety the subject of varied school studies, and Paul McGhee's scholarly presentation of his belief that we will do a better job of safety education generally only when we begin to build attitudes among the young people in our midst.

Next month *Safety Education* looks ahead to summer and the 1954-55 school year. Watch for the May issue . . . for the facts from a number of educators on how they plan before school closes to forestall playground accidents during vacation . . . and for full information on lesson units and posters you will want to order soon for the year ahead.

Alice M. Carlson

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 8 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

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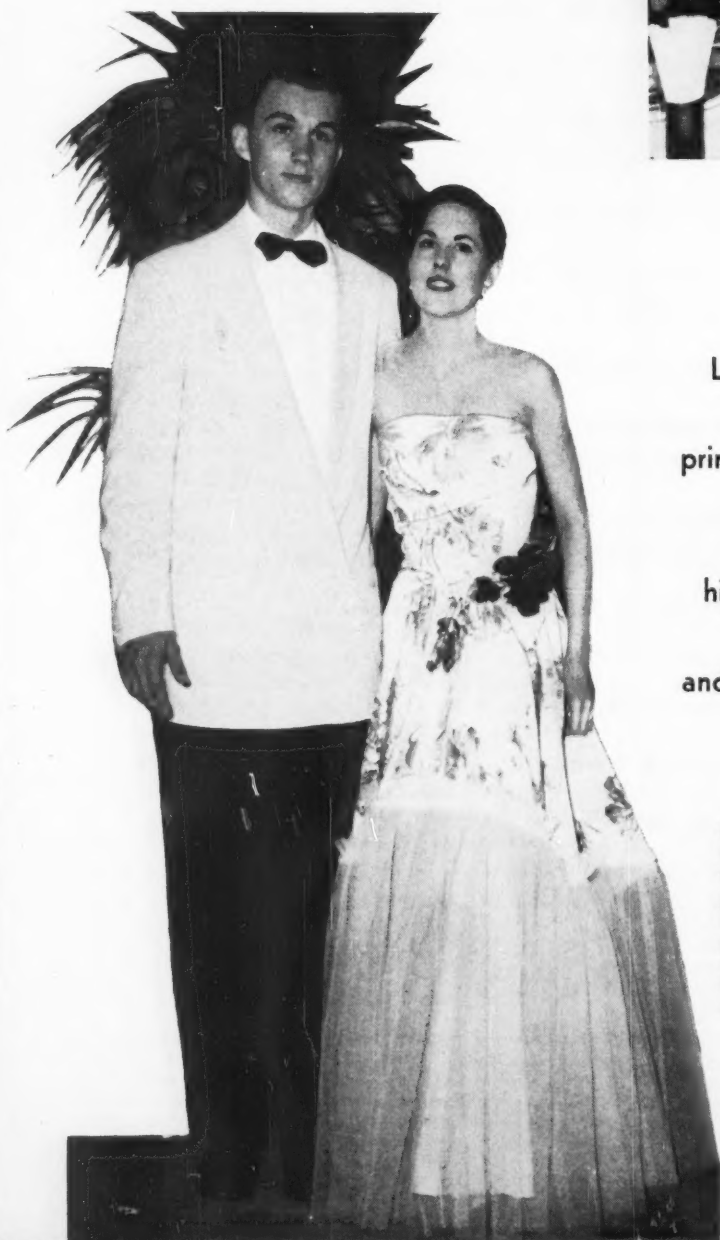
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Prom Night



... a project for your P.T.A.

Last year in Gary, Indiana, and other cities parents and high school principals cooperated on a new kind of program for prom night. Their planning kept young people off the highways and happily occupied in their own home towns throughout prom and post-prom hours. It's a project that can work in your community, too.

Curtis Hare and Elizabeth Sterns at the 1953 Horace Mann prom. Curt's mother, Mrs. Clyde C. Hare, was president of the PTA which planned the festivities described on these pages.

All pictures, these pages, courtesy Horace Mann School and students. Cover photograph by Harold M. Lambert.

Below, left: Jerry Rice, Gerry Marley, Phyllis Cohn and Garry Carr sample the fare at a pre-prom "coke-tail party"; center: teensters gather around the father of Jim Gibson while their dates pin on corsages and admire new prom gowns; then it's time to be on to the prom itself. Gathering up coats on the right are Gary Carr, Paul Fissinger, Miriam Shahbaz, Mary Ann Suarez, Jim Witham, and Phyllis Cohn.



GARY, INDIANA, is a city of 130,000 some 30 miles east of Chicago on U. S. routes 12 and 20.

Every year over a long period of time, come certain May nights, either or both of these highways leading east and west out of the city would be crowded with family cars. This was not in itself unusual, except that these family cars were not driven by adults. Instead, inside each auto one could glimpse a teen-age driver in full formal attire. Beside him there'd ride his best girl, proudly displaying her first long party dress. In the back seat there would be one, perhaps two, more young couples similarly attired.

The occasion? Junior prom night for any of the city's numerous high schools. Then why were these teen-agers on the highway, headed away from their home town, toward Chicago, Michigan City . . . or even Milwaukee . . . at 10 P.M.? Because, as in many other cities of the country, an essential part of this evening's fun for these young people had come to be their leaving the prom early and heading for night spots in other cities.

Much later, after dancing to name bands until wee hours, eating at an exclusive, expensive and stimulating cabaret and, generally "having the best time of their lives," these

gleeful, tired and consequently careless young people would head homeward over the same highways . . . over highways now busy with huge trucks outbound with heavy loads of steel.

For these young people it was meant to be the biggest night of their lives to date. It could also have been their last. And while the city's traffic records showed no fatal accidents for prom night in many years, by this time last year there were many Gary parents bracing themselves for a night of worry come the night of the prom. Other parents, unable to finance the mounting costs of such an evening, or determined to protect their young people against highway hazards, were bracing themselves against the unhappy moment when they would be forced to decree "No prom" to their sons or daughters.

At this point the P.T.A. of Horace Mann High School, one of the city's largest, came up with an idea. Its committees, headed by Mrs. Clyde C. Hare, president, and Mrs. Herschel Davis, chairman of the guidance committee, would work out a prom night for that school that would keep their young people in town but still happy.

The plan, as finally evolved, amounted to a full night of party-ing, so arranged that every student attending the prom would have some



At left: Carl Berner, president of the Mann student council in 52-53, looks over prom dancers with his date, Rosemary Davis. Below left: Pat Stevenson, Margaret Podnar and Jim Dyer "sit one out" at the pavilion near Lake Michigan. Center: the crowd gathers round a ukelele at a post-prom party. At right: Sandy Tobias, Micky Rick, Judy Schwaetz, and Milt Goodman breakfast in blue jeans.



place additional to go, both before and after the hours of the dance itself.

Once the program was thought out, student leaders were approached for their approval. If they led the movement for a prom night completely in-town, the rest of the student body would be more likely to go along with the idea. Moreover, with student leaders behind them, the P.T.A. committees could next approach mothers and fathers of junior and senior students for practical assistance.

Notes sent to all parents whose young people planned to attend the prom constituted the first real action. Enclosed with each note was a blank. Parents were to fill out this blank, return it to state that they wished their son or daughter to remain in town prom night. Equally important, on the blank they could indicate their ability to help out by giving a party before or after the prom.

The response was good. Joining together to sponsor parties, parents could pool prom expenses. But any cost, they felt, would have been worthwhile if it saved lives and did away with usual causes for alarm.

Within weeks the original sketchy plans were filled in with specifics. Result was, when students purchased prom bids, they opened their envelopes to discover invitations to five separate parties in addition to the dance itself. And

prom night, for the first time in Horace Mann history, proceeded according to this timetable:

Seven-thirty to nine p.m., at the home of one student (assisted by 20 co-hosts and hostesses) there was a pre-prom "cocktail" party. During that hour-and-a-half a steady stream of young people paraded up a white-carpeted (sheeted) sidewalk and under a flower-covered arch into a moment of grown-up splendor. Inside this student home they greeted their friends, traded compliments on prom dresses and corsages, listened to popular music on the living room phonograph . . . and, with parents pouring or doing kitchen duty, munched a mountain of dainty sandwiches, cookies, mints and nuts, while quaffing uncounted gallons of punch.

Most of the guests stayed only 10 or 15 minutes at this pre-prom reception, then gathered up their wraps to make room for more partygoers and to move on to the prom itself. The dance was held in the ballroom and on the wide porches of Gary's Marquette Park Pavilion, near the shores of Lake Michigan (a short motor trip indeed by comparison with that made by students during the course of previous prom nights). At the pavilion, for the first time in many years, the young people danced until midnight, while proud parents looked on from the sidelines and while the leader of the imported band (used by now to seeing half of his high school prom audiences fade from the

floor before 11 P.M.) received the surprise of his career.

With the stroke of midnight, the prom was over . . . and the next party began. For the next two hours, with five students as hosts, one of the west side homes was wide open to all



Mann prom goes. As one senior put it, "By this time everyone was rather tired, so they all felt silly and this kept this party on a lively note." Entertainment included piano music, records for jitterbug or rumba dancing, songs for everyone, and television. And, oh yes, there was punch again . . . plus cookies, sandwiches, nuts and mints once more!

This party proved so popular it might never have ended, except that another was scheduled for from 2 until 4. Still in formal attire, though by now slightly rumpled, teen-agers moved on now to a second open house, hosted by four of their fellows. Someone brought along a ukelele . . . the young people sang, and danced "all the time," when they were not sampling hot dogs, potato chips and "coke."

Come 4 A.M. the prom-sters headed homeward for 45 minutes. In that short time they changed into more familiar blue jeans, then journeyed on to either of two breakfasts. Between the two these party menus offered breakfasts of anything from rolls and coffee to bacon and eggs, sunny side up. By this time, according to the student report, "everyone was fairly tired." But they had enough pep left to play charades!

If the young people were tired by breakfast, so, admittedly, were the parents. Chaperones at all the parties, they had been mindful of the teen-age wish that oldsters stay out of the

way, had confined themselves pretty much to kitchens. Here they were kept busy supplying new mountains of food for hearty teen-age appetites. But parents did come into the parties now and then, particularly to help make guests of their own youngsters feel more welcome. At such moments they discovered that parties of this kind require little chaperonage. Which meant they could once more retreat to the kitchens, where they made new friends among the parents of their children's classmates, established a new basis for further PTA work in the school year ahead.

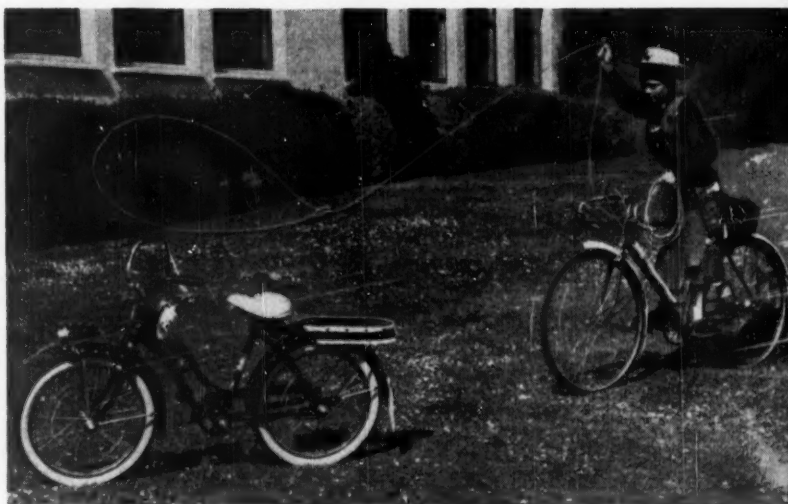
Admittedly, Gary's program for prom night was (and is) not the only one of its kind. A far bigger party of this kind was staged last year, for example, in Creston, Iowa. In that city of 8,000, with 33 local organizations co-operating, a "Crestubilee" included a banquet, a "Hollywood First Night" at the town's biggest theatre . . . where students promenaded in under searchlights and past radio interviewers . . . a 2 A.M. supper and a 4 A.M. "trip to the orient". This final fling amounted to a music-filled rail trip to and back from a hamlet named Orient, 12 miles away. Similarly, a Washington, D. C. prom last year included dancing, a movie, a splash party, miniature golf, games and breakfast.

But whatever the specifics, the plan for these prom nights was and is the same . . . organized fun for young people, intended to keep them under supervision and protected against highway accidents on prom night. Providing the program means, admittedly, work for parents and school people. But it is work which pays off and to which more and more mothers and fathers are willing to give time. Moreover, the Horace Mann program, not so elaborate, but within the collective pocketbooks of parents in a high school community which is only one part of a large city (and which cannot expect co-operation from merchants to the same extent as can the only high school in smaller towns) can be just as effective for the job which needs doing.

One word of caution: now is the time to start. Already, in your high school, young people have their heads together planning their big night. If you would give direction to their plans in terms of safety . . . and if you would have weeks enough to organize parent cooperation for a successful program, your plans for prom night should also be underway. Call the president of your PTA now and solicit her (or his) help. This is a project for *that* school organization!

Roundup for Bike Safety

It's definitely not the right way to ride a bike . . . which is exactly what the Oakland Tribune was saying in this picture from a photo-montage by Frank Kettlewell. The montage also publicized the Berkeley Rodeo.



Whether there are only a few dollars or many more to spend, west coast cities show you how civic organizations will help you stage a bike safety program which prepares both bikes and riders for safe spring and summer wheeling. Here's how . . . from Berkeley and from Davis, Calif.

The Berkeley story
by J. Arthur Rude
Director, Public Information
Eastbay Chapter
National Safety Council

Berkeley, California

IT WAS a spring Saturday. On a Berkeley, California school grounds a crowd of children were participating in a series of seven skill tests . . . preliminary events in the city's annual, Kiwanis-sponsored Bicycle Rodeo.

In between the tests, it was intended that a child could if he wished rest briefly, restore his energy with a free ice cream bar, donated by the local dairymen's association and distributed by auxiliary policemen in attendance.

A small boy approached one of the policemen, asked if he could have another ice cream bar. "Sure," was the reply. "But tell me, how many have you had already?" The little boy's eyes lit up and grew big as he answered, "Eight, and I'd like to try for my ninth!"

Now this situation, admittedly, was the ex-

The Davis story
by George Stromgren
Dept. of Physical Education
University of California
Davis, California

ception rather than the rule that Saturday. There were few cases during the rodeo where children ate too many ice cream bars . . . they were too busy proving their superiority on bikes. But it is amazing how many ice cream bars, in total, can disappear into several hundred small stomachs in just a few hours.

It is even more amazing what results can be obtained when a city's schools and civic organizations cooperate to stage an annual bike rodeo. Berkeley is holding its third such rodeo this year. I'd like to tell you about our first, to demonstrate from the beginning how such an operation can be organized and made to work.

At a regular monthly meeting of the Berkeley-Albany Green Cross Committee several years back, the need for some type of bike safety demonstration program was cited. Joe Buchanan, then president of the local Kiwanis

Club, was present. He asked for a copy of a program from a successful rodeo held in Seattle earlier that year, took the program to his Kiwanis youth service committee for discussion.

In time, having been succeeded as president of his group, Joe was appointed chairman of the Kiwanis bicycle safety rodeo committee. He asked members of the school department, police department, and safety council for their views on the subject. All agreed. A bike safety rodeo could be most helpful in emphasizing bicycle registration, the interpretation of the city's bicycle safety regulations in terms of practical demonstration during the field tests. It would also provide a good safety project for the Berkeley School System before summer vacation.

Within two weeks the Kiwanis Board of Directors had approved an expenditure of \$400 by their youth service committee on this project. In addition the special prize committee had secured four bicycles valued at \$100 each,



Above at top: First you register and get a number, while a friendly cop and a Kiwanis member give your bike the once-over for safety. Next (immediately above) you stop for your safety sticker and reflective tape. Then only do you move on to the seven skill test areas laid out on the playground behind you in the Berkeley Bicycle Rodeo.

20 table model radios worth \$40 each, and about 400 other miscellaneous prizes . . . such as bike locks, tail lights, reflectors, head lamps, pocket knives, belt buckles, pen and pencil sets, books, electric trains, and the like. And the dairymen's association already mentioned had offered to furnish ice cream bars on each Saturday that a rodeo event would be held.

Jim Preston of the Berkeley schools and Officer William Starr of the city police department suggested that city schools be grouped into four districts for the purpose of assigning children to rodeo competition. Test trials could be held, one in each district on consecutive Saturdays, with the finals held on a fifth Saturday at some neutral location.

To combat the special hazards of riding on dark days or at dusk, the Berkeley Junior Chamber of Commerce agreed to incorporate lighting with reflective tape into the rodeo events. This organization arranged with the United Artists Theatre in Berkeley to put on a big Saturday morning show, the proceeds of which would buy reflective tape. Tickets were sold through the schools and the show was a tremendous success. As a result, all bikes at the rodeo fields on each of the five Saturdays received reflective tape . . . whether they were in competition or not.

By the middle of March the committees had worked out a system for running the participants through the rodeo by number rather than by name. All forms, manpower, publicity were organized to launch the program on a city-wide basis. Two preliminary mock field trials of the rodeo proved the field layout and briefed the participating Kiwanis members in the mechanics of conducting the tests and in methods of judging.

At this point, some 13,500 application forms, each one including a test of 25 safe riding questions, were distributed to children through school teachers. To determine ages properly, a parent and a teacher were required to sign each application blank. Also, all participating children were required to license bikes in advance with the police department. (This resulted, incidentally, in a much more accurate count and control of bikes within the city limits.)

Each of the four preliminary rodeos saw children initially lined up on the field before a registration desk. Here each turned in his questionnaire, received a registration card, and was assigned a number to be used in grading him through seven skill tests. Concurrently, a

Kiwanis member gave each bike a thorough safety check for properly working brakes and other safety factors. Once the bike passed this test a safety inspection sticker was placed on the frame . . . and the youngster could go on with the skill tests.

Separate judges were assigned for each of the seven tests and equipped with a standard scoring pad. At the end of each preliminary rodeo, all forms were turned into a tabulation committee, where the seven scoring sheets for each contestant were totalled. This score, plus the grade received on the entrance questionnaire, determined the child's standing.

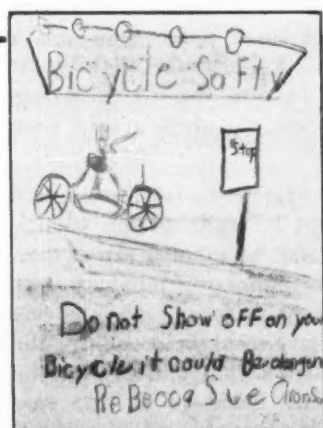
Four prizes were awarded at each of the preliminary rodeos . . . a table radio for each leading boy and girl in the under-10 age group, one each for the boy and girl in the 10-14 age group. Smaller prizes were given to practically all contestants.

The finals, on the fifth Saturday, included the four winners of each of the preliminary

rodeos . . . 16 in all. They were put through the same skill tests and the four top winners (in age groups as above) were awarded the new bicycles.

In all, about \$2500 was spent (actual cash expended plus donated prizes) before the conclusion of the project. And . . . as an indication of the way local businessmen will turn out to further the cause of safety for children in their city's schools . . . one-third of the members of the Berkeley Kiwanis Club participated directly as judges or in making arrangements for the event.

But the results were worth the expenditure of cash, time, and effort. For over 800 bike owners under the age of 14, plus several hundred other children, had received an education in bike safety, inspection of their wheels, and reflective tape for night riding, along with rodeo prizes. Little wonder that the schools and Kiwanis joined forces to repeat the project last year . . . and are currently embarked on their third Bicycle Safety Rodeo.



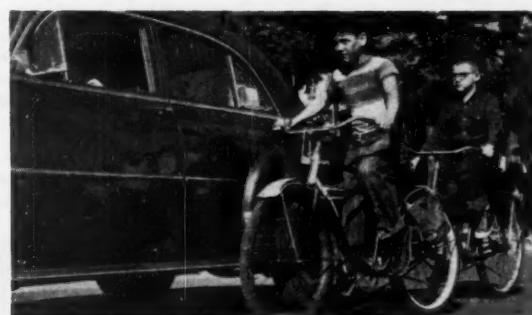
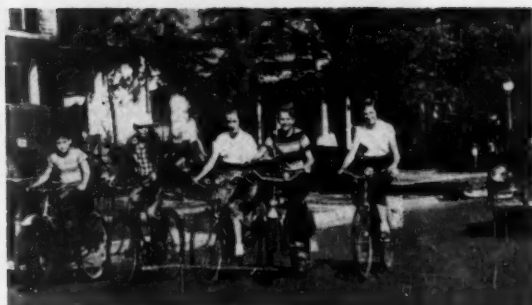
Here are two samples of the way elementary students in Davis, California, decorated their bike safety brochures.

Davis, California

WE DIDN'T have a great deal of cash to spend. And we didn't actually, have a bike problem. The city of Davis had had few bike accidents in the past. What we wanted to do was to continue this fine safety record . . . by making sure that no elementary school children, experienced bike riders or new, would be involved in accidents during the spring or summer of 1953.

The bike safety program we conducted for elementary school children in our city last spring was organized by the Davis Safety Committee and sponsored jointly by the Recreation Commission, Chamber of Commerce, Rotary Club, and Lions Club. Our primary objective: to stimulate interest in bike safety among the children by having a voluntary mechanical check-up of the wheels. Those who passed would receive reflective tape for their bikes.

The Chamber of Commerce and Recreation Commission together financed the purchase of reflective tape for the program. When such a program is sponsored by a non-profit organization or by a school, the manufacturer makes this tape available at cost, also provides a brochure with suggestions for using the tape in a safe bike program.



Above: Champaign, Illinois, is concerned about bike safety also. Recently Warren K. Moody, staff photographer for the News Gazette, had young friends pose for these bicycle "don't's" . . . don't carry a friend on the handlebars, don't ride abreast, don't ride on sidewalks, don't hitch a ride on a passing car or truck.

Our first step, in cooperation with the schools, was a publicity campaign among the children themselves. A mimeographed bicycle safety brochure was presented to each one. In the brochures were daily hints on safety for each week day prior to an April Friday designated as Bicycle Safety Day. Each set of rules ended with a reminder that only good riders . . . traffic-wise riders . . . courteous riders . . . and safe bikes . . . would be eligible for a bicycle rodeo scheduled for early in May.

The covers of these brochures, as distributed, were of bright yellow construction paper, completely blank. During the school week, children in different classes were encouraged to draw and color the covers of their books, illustrating the safe riding lessons inside. It was an exercise which reinforced the bicycle safety lessons learned, and which made each brochure particularly that child's own to keep.

During the noon hour on Friday, Bicycle Safety Day, each child brought his bike and brochure to the school grounds for the announced mechanical check. He handed his book to one of the inspection teams (recruited from and organized by service organizations). Then he watched as the inspector went over his bike, checking off its safe or unsafe features on the inside back cover of the child's own

brochure.

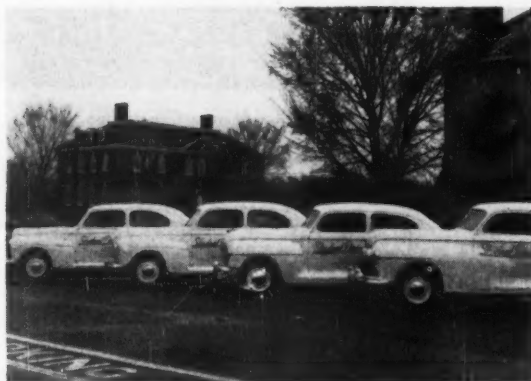
This gave each boy or girl, on the last day of the week, reflector tape for his bike . . . plus a permanent record of the bicycle rules by which he should abide, as well as a permanent record of the condition of his bike. If the youngster's bike did not pass inspection, or if he missed school that day, a follow-up program by the police department made it possible for these youngsters, too, to qualify for the rodeo the next month. A representative of the police department was on hand Bicycle Safety Day as well, to answer all questions on traffic regulations.

This program resulted in some 250 bikes finally checked for safety in one day, with more checked on the follow-up program. The cost: approximately six cents per bike . . . less than \$20 in all. This, of course, did not include future rodeo costs. But actually, by the end of that April week, the schools and the community had put across an inexpensive but effective bike safety campaign . . . one that relied upon the energy of many individuals, plus the inventiveness of cooperating teachers and students.



Some of these Oklahoma driver education instructors (here making plans for a 1951 teenage driver contest) may have been helped in their own training by the technical assistance provided by private industry.

During the 1952-53 school year, new car dealers furnished 6,400 cars valued at \$12,000,000 for practice driving purposes.



Below: Money for testing equipment and preparation of instructional pamphlets have been two of the contributions by private industry to the advancement of driver education in the nation's high schools.



by Marland K. Strasser, Ed.D.
Field Representative
Accident Prevention Department
Assoc. of Casualty and Surety Cos.

What Has Private Industry Contributed?

HAS industry been fully aware of its responsibilities to the consumers of its products? Has it made a positive contribution to the growth and development of a media for reducing traffic accidents through a sound program of educating youngsters as they approach the legal driving age? Has it been opportunistic, using the educational system to promote its own best interests? What has private industry really done for the driver education program?

Since driver education and practice driving instruction in particular has been hastened into maturity by recent legislation in California, this

becomes a most appropriate time to consider these pertinent questions.

The advent of the automobile brought with it not only great progress in transportation but also the greatest tragedy in our history . . . traffic accidents. To date these accidents have claimed more than a million lives and inflicted many millions of injuries. As automobile accidents rapidly developed into a major social problem, it became evident that faulty behavior patterns of drivers were a basic accident cause, thus revealing the now generally accepted fact that education must become a key factor in any

In this article, which appeared originally in the *California Journal of Secondary Education*, Marland Strasser of the Association of Casualty and Surety Companies describes how one "outside" agency . . . in this case, private industry . . . has contributed to the furtherance of driver education for high school students throughout the nation and, particularly, in California.

While interesting as an example of united effort for driver education, Mr. Strasser's article is presented in this publication more as an example of the pattern and extent of cooperation which might be followed by the schools and outside agencies in almost any of the many important areas in the broad field of safety education.

For your understanding as you read: Mr. Strasser points out that, as established by the National Conference on High School Driver Education, the term *driver education* here refers to the complete program, *classroom instruction* refers to learning experiences provided elsewhere than in an automobile, and *practice driving* describes all learning experiences of the student as an observer or student-driver.

—The Editor

comprehensive program of traffic accident control.

Only recently has it been considered a responsibility of the secondary schools to educate persons to be safe and efficient auto drivers. Although isolated cases of such instruction existed before 1920, it was the mid-thirties before the subject received serious consideration and even this progress was interrupted by World War II. Since 1947 the program has developed rapidly. There are now about 800,000 students receiving driver education in over 8,500 of the nation's high schools annually.

The contributions of business and industry to traffic safety education have been made largely in terms of meeting existing needs. These contributions have been flexible in nature, offering the type and amount of assistance needed, where and when it was needed most.

The most evident need in the early stages of the driver education movement was an accurate and adequate interpretation of the potential contribution of education as an effective instrument in the solution of the ever growing traffic accident problem. This was essentially a selling job. It was not difficult to sell educators on the need for driver education, but the implementation of an educational program to meet

that need presented many practical problems, . . . problems which included finance, public support, technical assistance, qualified teachers, appropriate instructional materials, adequate equipment, legislation, insurance protection and research.

Business interests have been sensitive to these problems of school administration. They have set as goals of achievement only those which were possible of attainment and have provided assistance to school administrators in overcoming many apparently insurmountable obstacles. Educators have received practical assistance in the promotion and development of driver education from the insurance industry, petroleum industry, tire and rubber manufacturers, automobile clubs and many other representatives of private industry interested in the problems of traffic safety.

Let us examine these contributions in terms of the assistance they have given toward the solution of individual problems.

Finance. Through cooperation of business and industry in making available, free of charge, a vast amount of printed materials, audio-visual aids, training cars, testing equipment and other essentials, the problem of financing driver education was reduced largely to the single factor of teachers' salaries.

This one factor is, of course, the largest item of cost involved in providing traffic safety education, particularly in practice driving, where the teacher-pupil ratio is extremely low. To implement the solution of this problem, business leaders encouraged community support for educators who desired to finance a sound program locally. And in California industry supported legislation providing state reimbursement to local districts for excess costs incurred in offering practice driving instruction.

Public support. Strong community support is essential to the realization of the objectives of a school administrator's program. Leaders of business and industry have been most helpful in creating a favorable public reaction to broadening secondary school curriculum offerings to include driver education. Business men and women appeared before many service, civic, fraternal and other organizations in an effort to promote a better understanding of the instructional program and to create more effective public support for it.

Technical guidance. Because driver education was new and its introduction into the school curriculum presented somewhat unique problems, technical assistance of consultants

provided directly to school administrators was an important factor in the growth of this program. The services of trained and experienced educators, specialists in traffic education, were made available by national organizations. These staff people were able to assist school men in coping with such problems as scheduling, grade placement, student selection, course content, credit, materials, equipment and many other practical considerations which had to be resolved before the courses could be introduced.

Preparation of qualified teachers. The preparation of teachers in the field of driver education is probably one of the most widely recognized contributions of industry to the field of traffic safety education. For the past 20 years private industry has made available staff personnel to colleges and universities throughout the United States to conduct intensive training programs to prepare teachers in this field. Colleges and universities have been provided funds to develop training programs and scholarships have been awarded to promising teaching candidates.

Instructional materials. Since driver education was a new course in the secondary school curriculum, there were no appropriate textbooks devoted to this subject nor was there a source of testing materials to measure achievement of youngsters in these classes. The two textbooks in most general use in traffic safety classes in the various states today were prepared by business organizations having a vital interest in this field. Textbooks, supplementary teachers' manuals, traffic safety literature and comprehensive achievement tests made available at cost . . . all these provided educators with competent tools of instruction that could not be obtained at the time through the usual publishing channels.

A large volume of pamphlets, graphs, charts, diagrams and other types of instructional literature and materials were made available through the courtesy of many industries having a sincere interest in highway safety.

Equipment. An expenditure of millions of dollars is represented by the combined contributions of many industries to meet the needs for equipment and appropriate films to enrich the content of driver education classes.

During the 1952-53 school year, the new car dealers furnished 6,400 cars valued at \$12,000,000 for practice driving purposes. Automobile dealers have been providing schools with such cars for a number of years and the enormous financial contribution of this industry

becomes more impressive as each year passes. A few training cars have been purchased outright and presented to schools by other business organizations and civic bodies.

Many of the fine sound films produced for use in traffic safety education classes have been financed by private industries interested in traffic safety.

Additional materials, equipment and services which have been made available to schools through outside agencies either free of charge, on loan or as an outright gift, include psychophysical testing devices, dual-controls, fuel, maintenance, demonstration models, brake detonators and cut-a-way sections of automobile engines.

Legislation. In the last three legislative sessions in California, this state has witnessed the enactment of laws prescribing classroom instruction in driver education as a requirement for graduation from high school and providing for reimbursement of local school districts for excessive costs incurred for behind-the-wheel instruction in practice driving. Business interests in the state worked cooperatively with educators and legislators in framing these laws and lent support toward their enactment.

Insurance protection. One of the real problems facing educators in developing a program of driver education, particularly with regard to the behind-the-wheel instruction, concerned liability. Through the joint efforts of educators and representatives of the insurance industry, problems inherent in the question of liability were resolved. In many instances, local insurance agents, automobile dealers or other interested parties made adequate insurance protection available to school districts either free or at a very nominal charge.

Research. In any new area of education, particularly one dealing so directly with such qualities of human behavior as those involved in operating a motor vehicle in our complex pattern of modern traffic, a most important factor will be that of adequate research. There is need for factual information pertaining to characteristics of drivers, the influence of various types of driving conditions and situations upon driver behavior, best techniques of practice driving instruction and similar problems.

Through direct grants of funds to colleges and universities throughout the United States to conduct needed research and by providing funds for fellowships given to graduate students qualified to conduct pertinent research studies, private industry has made a significant

contribution toward the fulfillment of these research needs.

Thus business and industry have been of material assistance to educators in the conception and development of driver education in the secondary schools. Now, as this program approaches maturity, it is highly desirable that the cooperative efforts of education and industry, which have been so effective in the solution of past problems, be focused on a solution of problems of the present and future.

Which problems have been solved in whole or part? Progress has been made in overcoming the obstacles impeding the development of driver education. Means have been devised to finance sound programs. The public is convinced of the desirability of teaching traffic safety in our schools. Colleges are preparing teachers in regularly scheduled safety and driver education courses. Textbook publishers are making a broader assortment of text and other materials available. Legislators are supporting the program. And adequate insurance protection is available. Some of these problems have been adequately met while others must be pushed aggressively toward final solution.

What are the needs for the present and future? Although many of the problems of driver education have been resolved, at least in substantial measure, there are still many to be faced. Training cars, testing devices and other necessary equipment, funds for needed research and leadership training, resource persons to enrich the instructional program, properly developed legislation and continuous public support represent present and future needs of driver education that, in the public interest, can be supported by industry.

The contributions of private industry to the solution of problems of driver education have been significant in the past and their continued assistance can be most helpful in making this training even more effective in the future. However, they must not stand by paternalistically attempting to assume adolescent responsibilities for a program once that program has grown to maturity. Industry must staunchly resist the temptation to make any use of this fine educational program for publicity purposes.

Educators, too, have definite responsibilities regarding the future of traffic safety education. They must accept the challenge of so molding this program that it will achieve its greatest potential as a control of traffic accidents. This can be done only through the process of continuous self-appraisal and improvement of the driver education program.

How to Gain Public Support For Your Safety Education Program

Whether you are a teacher, a safety education supervisor, or a school administrator, there must have been moments when you wondered how to get support from local business for the safety education projects you propose.

The answer is as simple as an understanding of . . . and with . . . your local businessman. He is, first, the father (or grandfather) of the children in your school, whose safety you are helping to insure. He is, second, a business executive interested in good community relations for his product, service, or industry.

Result, he can be approached from either or both angles, to supply the financial, mechanical, informational or legislative support you are seeking, whether for driver education or for any other phase of your safety education program. But first you need to meet him.

One way of doing so is to join the community organization with which he or his friends are most likely to be associated. Such organizations are interested in general civic progress, frequently seek projects to sponsor in the community interest. Once you are accepted as a member of their group, they will turn naturally to you as a professional man for suggestions as to where available funds can best be spent.

Working with these men on civic projects, you gradually become acquainted with them as individuals. Then you can approach them personally for assistance with special school programs. Initially they'll be happy to provide window space in which you can display safety posters constructed by your students, or in which you can give emphasis to or announce winners of annual school safety drives. Later these same businessmen may volunteer some of their paid newspaper space or radio time to boost school safety programs. And eventually, in association with other businessmen, some dealers . . . as auto agencies or insurance producers . . . may provide special equipment or services your school could not otherwise afford.

Big business in your city . . . especially the one or two larger industries which employ the greater part of your citizenry . . . will offer another variety of help. In their organizations you may find:

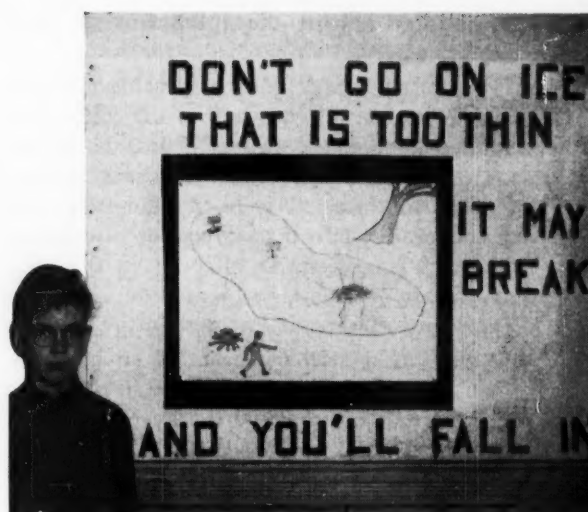
safety experts qualified as teachers for adult education courses; department managers interested in furthering safety work in your school shop; literature prepared to induce proper and safe use of products; contacts to other large firms in the vicinity; and dollars to carry out particular safety programs.

A well-planned program of safety education, plus public understanding of this program, is sure to gain community support.

The Editor.

Safety

A Part of Every Study



Safety can be woven into every phase of the elementary and secondary curriculums . . . as evidenced by these samples

TOPICS on safety can be utilized in the classroom to great advantage.

One teacher in the Kosciuszko Elementary School, Hamtramck, Michigan, used safety as a means to teach rhythm, rhyme and writing a story in poetic form. The poetry which follows was written by the fourth grade home room students of Mrs. Eva Dunlop, under her direction.

We want to be strong
We want no scars
So we'll not run
Between parked cars.
We'll walk on the sidewalk
Not run in the street
We'll use our heads,
Then use our feet.

At the corners
The patrols are there
No matter whether
It's stormy or fair.
So wait till you hear,
"Come on, let's go,"
Look all around
Then go very slow.

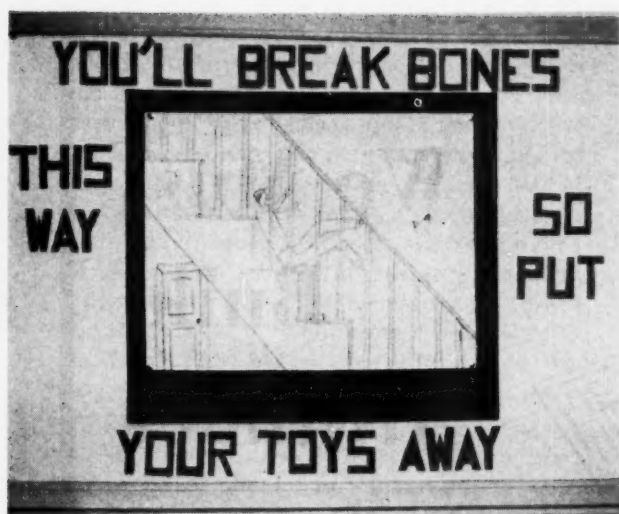
We'll watch the lights
Way up high
For safety first
We'll always try
Do *stop* on the red
Wait on the yellow
Go when it's green
Be a good fellow.

"The Hitch Hiker," below, is the brain-child of Richard Sarver, junior at St. Joseph's High School, Shawnee, Kansas. It has a message for every teen-age student who is learning to drive a car today.

As you drive along the highway,
Young people of today,
Do you realize you may pick up
A hitch hiker along the way?
He doesn't ask if you are drunk
Or if you are driving right.
He doesn't care if you are courteous
Or if you are polite.
He cares not if you are patient
As you press upon your horn
To the other driver on the road
Whose safety you may scorn.
He cares not if you stop and wait
For the feeble, lame and blind
Nor if you blast your temper
For having to stay behind.
So when you speed along the road
As behind the wheel you sit
Death may be your companion
So slow down and think of it!

* * *

Betty Louise Pretty wrote "I'm Fire" in her English class at Central Vocational High School in Cincinnati last fall. The poem was later printed in the school weekly, "The Knight Life." Catherine M. Templeton, Betty's English



teacher sent it to this magazine as a sample of a student's talent . . . and of that same student's interest in safety subjects.

I'm fire!

**I'm in the pile of papers and rags
That lay on the cellar floors
I'm in the faulty electric wires
And in the torn ironing cords
I'm in the cigar or cigarette
That falls from a careless hand
That has fallen fast asleep
And traveled into his last dreamland.
I'm fire!**

**The destroyer of beauty and life,
The workman of pain and death.**

* * *

Eddie Ward is a senior at Gainesville, Florida, High School. He completed a four page script as part of a radio unit in a speech class. The subject: teen-age tragedy behind the wheel.

Who . . . or what . . . was Eddie's inspiration? Perhaps, newspaper headlines. Perhaps, the lessons learned in his driver education class. But perhaps . . . and just as well . . . the teacher in the speech class, since that instructor no doubt regularly assigns subjects for student script writing.

Whatever the inspiration, "Teen-Age Tragedy" is well written. It opens with the words of a radio announcer, who introduces "Mr. Allen" of the Gainesville Safety Council and a "Mr. X." Mr. Allen and Mr. X discuss the number of persons killed in the nation in auto accidents last year, talk about the percentage of those accidents caused by excess speed.

Above: Carl Dunn and Bonnie Lott, 6th grade members of the student council, School 11, Corning, New York, made monthly safety posters for bulletin boards. When the posters rated mention in a local radio station, children at home listened, brought to school the safety lesson thus learned.

Then, having commented that "ordinary common sense would tell a man not to drive over 60 miles an hour, especially after dusk," Mr. X is taken to two spots of the city by Mr. Allen.

At each of these two spots the men look in on a different scene. The first is a church, where a funeral service is being conducted for an eight year old girl. The only child of her parents, she's been killed in an auto accident. The next stop is at the county jail to listen to the teen-ager who drove the death car. He is speaking with his lawyer:

Mr. Mack: Now, Bob, as your lawyer I want to know exactly how this accident happened.

Bob: I don't know exactly. I didn't see the kid—that is, not until it was too late.

Mr. Mack: Did you see the light change?

Bob: Well . . . I knew . . .

Mr. Mack: Bob, I have to know the truth if I'm to help you. Don't hold out a thing.

Bob: O.K., Mr. Mack. Yes, I saw the light change.

Mr. Mack: Judge Homes tells me he has fined you on two different occasions for not stopping at stop signs.

Bob: Yes, he has.

Mr. Mack: That means there were other times you weren't caught.

Bob: Yes, I guess there were.

Continued on page 40



We Must Build Attitudes

... if we would improve safety education

says **Paul McGhee**
Dean, Div. of Gen. Education
New York University

IN CONSIDERING how to do any job better, a person naturally thinks first of the tools that have been used. Could they be used more effectively? Are new tools needed?

Do we, for example, need *new or more startling* statistics to dramatize the purposes of safety education? No, we have statistics enough. You and I know that in less than a half century we have wiped out lives, in accidental deaths, equal in number of the population of the state of Massachusetts, with an equivalent loss of perhaps 200 billions of dollars. Statistics are a "dime a dozen," but people are not stirred by them. One child lost in the woods, one trans-Atlantic plane with 50 passengers aboard, down in the midnight sea, will move us more than all the staggering totals of countless thousands of serious injuries, and the thousands of lives needlessly lost. No, statistics, however dramatic, will not make us more effective. They will not move the boys and girls whom we teach.

Do we need proof that education for safety pays off? No, we know it already. We are told that school safety programs in many cities have cut deaths and injuries to school children by

50 per cent in a few years. We know, for example, that Kansas City, Rochester, and Detroit, among the first cities to offer safety instruction in the schools, were winners in the National Safety Council's national traffic safety contest for 1952—a phenomenon which could only be the result of organized safety effort and education. We know we are on the right track.

We know, too, some of the odds against us: The lethargy of governmental leadership in certain states, the seemingly irresponsible treatment of traffic offenders by many courts and their apparent unawareness that a dangerous driver is a practicing criminal who should have remedial therapy before he can be integrated once again in society. All this we know. Nor do we need to have accident data translated into statistics of national waste. We know all too well the perverse American pride in the idea that waste is a luxury that we in the USA can afford.

We know, too, the seeming passion of the automobile manufacturers for increasing, ever increasing, horsepower. But is this their fault or are they responding to a demand on the

part of the American people? Why should taxicabs in New York City have 200 horsepower and that much potentiality for speed under their hoods when they can almost never use it? Our history might perhaps be summed up in a word. MORE. It seems to be MORE that we want. More cylinders, more horsepower, more speed, more ice cubes, more soapsuds—MORE! We are not always so clear about *why* we want MORE, or what we will do with it that will be an improvement over what we did with LESS. Where does all this lead? And how does this bring us to a consideration of purpose and methods in safety education?

What is left is the necessity for a sober consideration of the homo Americanus—young, adolescent and middle aged—what drives spur



Dean McGhee made the remarks on these pages initially as part of a major speech at the 41st National Safety Congress last fall, under the title "Can Safety Education Be Improved?" For the full text, we recommend you to the *School and College volume of Congress Transactions*, now available from the National Safety Council.

him on; what satisfactions he must have; what frustrations harrass him. And here you and I are faced with the appalling need to have insights into the inner secrets of the ordinary man's psyche such as normally only a competent psychiatrist can hope to have. Yet how can we avoid at least trying to gain such insights? There are not enough psychiatrists to go around, to do the enormous job of finding out why some people appear to want to risk their lives or to be willing to kill other people. This is an abrupt charge, to be sure, and the person involved in a fatal accident will deny that he wanted to kill anyone. And yet what he did resulted in killing or injuring someone, whereas with a different set of attitudes he might well not have done so. How can we understand what he did? And how can we keep young people from being like him? These are the answers we must find.

I suggest that we must try resolutely to get fresh insights into the character of our fellow American. These insights can come from many sources, perhaps not least from the writings of the psychologists—from reading such books as

Menninger's *Man Against Himself*, or Eric Fromm's *Man for Himself*, or even books like Reisman's *The Lonely Crowd* and C. Wright Mill's *White Collar*. For what we must somehow do, as teachers—if we are to do a better job of safety education—is to build attitudes. And if we presume to build or influence attitudes, we must develop the capacity to project ourselves with understanding and sympathy into the minds and the hearts of others—our younger students; our high school and college students; our boys in training camps, on duty and off duty; our next door neighbor driving home from the office in the evening, full of the events and frustrations of the day.

Let us consider this man for a moment. All day long, it may be, he has been engaged in a world of competition, battling competitively—however euphemistically we may prefer to phrase it—for economic survival. And now here he is, suddenly cast in one of the most dangerous and at the same time the most co-operative roles of citizenship as he guides his swiftly moving automotive projectile, with the power of 200 horses at his command, in a situation where life or death depend in part on his instant physical coordination but quite as much on his complete acceptance of his driving role as one of social cooperation. What an abrupt and complete change he must make in his mental attitudes!

But it is no more abrupt or paradoxical than, let us say, the situation of the boy in the army training camp for parachute jumpers. Here all day long he is trained to think of himself as one who is and must be tough, a fellow who can *take it*, who surpasses others in his daring and guts. How shall we then expect him, so conditioned, to think in terms of safety or to drive with caution in off duty hours? Is it any wonder that the off duty accident rate should be higher than the accident rate on duty?

I repeat: If we are to do a better job at safety education than we have done thus far, *we must equip ourselves to deal with attitudes*, to understand how they are formed and nourished. There will still be room, much room, for blunt, forceful, effective indoctrination in safety methods and techniques. The younger child will respond to "Don't Cross Here!" The factory worker will similarly accept, if he has intelligent and understanding supervision, the use of devices for his protection. And we can and must go on preaching and teaching the obvious practices that lead to safety in the home. But when all this has been done, we are left with the largest part of the job still to do:



We Must Build Attitudes . . . Continued

to discover how adolescent high school boys and girls and college students can be motivated or influenced so that their actions reflect a positive desire to live, so that their living safely will be a positive *wish fulfillment*; so that they will be Men *for* Themselves, not Men *Against* Themselves.

To do this, I repeat, we must of necessity train ourselves in more than the techniques, methods and statistics of safety. However, inadequate we may feel, we must somehow learn to grapple with the hardest job of all—that of understanding ourselves and our fellow men. We must do this as teachers because essentially there is no one else to do it. The Dr. Menninger's and Eric Fromm's and the ministers and social workers can help to give us understanding, but we can not leave it to them. They are too few in number, and besides, it is we who are in the front lines of this battle, and it is *up to us*.

If, then, we are to be most significantly concerned with *attitudes*, it follows that it is the *whole person*—the whole child, the whole adolescent—with whom we must deal. This means that our thoughts and efforts must be concerned with his entire day. For attitudes, those basic and guiding principles that underlie all our actions, can not be discretely packaged and taught in one or more courses by one department in a school or college. We *can* teach special knowledges and specific skills, like algebra, anthropology, shopwork, or swimming, in classes organized for such specific purposes. But the opportunities and influences which go into forming attitudes run throughout the entire day, at home, at school, in all classes, and later on throughout all the working day.

There is an obvious but important inference to be drawn from this fact. This is that the task of inculcating and guiding students in forming principles that will make them wish to live safely can not be neatly assigned to the Department of Hygiene or Physical Education but must somehow become the responsibility of the entire school, from the principal down through every department and each single class. Not that this will be enough, either, for we must reckon with all the out-of-school and home influences. But for the moment we are speaking of the responsibility of education, and I repeat that when the primary job is seen as

one of *building attitudes*, rather than specific knowledges or skills, it follows that it becomes the task of the entire school community. No one is exempt who is in any position to influence a student's way of thinking about life, who can help, in however small a way, to make life appear to a boy or girl as a vista ahead of limitless challenge and opportunity, and which will call on him for all the skill and courage—and self confidence—he can muster if he is to find and fill a meaningful role in a positive, dynamic, developmental society. Anyone, on the other hand, whether at home or at school, who adds to the cup of a child's life one drop of apathy or cynicism about the purposes of life or its meaningfulness, or causes the child to feel a sense of inadequacy, failure, rejection, defeat and insecurity, is poisoning the way of life the child must lead if he is to find safety and security.

Now, you may say, we must be practical: Don't you know that education for safety, far from being assumed to be the task of the *whole* school, is in many places not assumed to be the task of the school at all? Yes, we all know those who complain that education for safety is only one of many requests to teach material which is peripheral to education. Schools, they say, should teach reading, writing and arithmetic, and history, and literature and science—and perhaps citizenship, and perhaps physical hygiene, and possibly something concerning the mystery of sex—but somewhere this has to stop! There are not enough hours in the school day, they say, and our primary job is to teach subject matter content that will give a student skills and knowledge to enable him to earn a living. There are other agencies, the home, the church, which must do their part, too.

So runs the argument we all know so well. It is true that the schools are used as scapegoats; they are again and again assigned burdens by selfish or irresponsible parents who seek an escape from a nagging sense of guilt and inadequacy. And there is, in truth, a limit to the proliferation of the curriculum. But surely this limit must not be set so as to exclude whatever classes or influences can be organized to lead boys and girls to desire above all to live out their lives productively. What will it profit us if a boy knows the facts of American history but is so full of aggressions that he risks and



The task of guiding students in forming principles which will make them wish to live safely must somehow become the responsibility of the entire school, from the principal down through every department and each single class.

perhaps loses his life in some desperate attempt for recognition?

Let us assume, however, that we do not need to justify the place of safety education. We have still this problem of involving the whole school in so conditioning the attitude of the student that he will desire above all things to preserve himself for a life of creative adventure. This clearly requires cutting across all departments in the school. How curious that we in education should find this so difficult! As educators we are supposed to be trained to consider matters rationally. And yet it appears more difficult for us to bring our collective intelligence to bear on such a problem than for those in the tremendous factory down the street. In that factory there are many departments, just as in our school, and there is no doubt the same natural tendency to assert the importance of one's own department over other departments. Yet I am informed that the most effective safety programs in industry are those which cut across all departments of a company.

In our schools and colleges the tradition has been to segmentalize the process and content of education—despite our certain knowledge, which needs no debating, that whatever one's special interest or competence may be, each of us is cast in many different roles in society, so that our total orientation to life is as important as our special skills or knowledge—perhaps more so. Yet who does not know the tradition in schools and colleges of departmental competition for students as “majors,” or the frequent unconcern of the teacher of English

for the subject matter of mathematics and the sciences—and vice versa. Consider, for example, the unanimity with which our leaders of business and the professions agree that, perhaps above all other skills, our students should learn to speak and write their language effectively. One would suppose that this would lead all the teachers in a school, not just those in the English department, to be concerned and to help in establishing a student's competence in English. But rarely is this true.

I have been reviewing here some of the odds which we face. Our problem is as follows: If education for safe living is to be effective, *we must build attitudes towards life*, not just concern ourselves with techniques and information. Second: if we are to build attitudes towards life it must become the task of the whole school or college, one which cuts across all departments and becomes the responsibility of all teachers, all persons who can influence a student's way of looking at life.

Who is to do the selling job that must be done if this collective approach to and collective responsibility for safety education is ever to be *realized*? YOU are, and I am, and every other person who shares this belief, and who has occasion or can make occasion, to tell the story to others in the world of education. We must tell it to the person who can implement our plans because he is in a position of educational leadership. And we must tell it to the parent, to the single person, our colleague, whoever he may be, for he could be the one to say



We Must Build Attitudes . . . Continued

the word, to paint the picture, that will set a boy's feet on the road to living positively.

But *how* can we build attitudes, you may ask, the kind of attitudes that will lead a young person to wish to live purposefully and positively, and so, in consequence, and by his choice, in safety and security? It is easy enough, you say, to talk glibly about building these attitudes—but how does one go about it?

I will suggest two things, one seemingly negative, the other, positive.

We will not make headway in building these attitudes, I suspect, by trying to sell the concept of Safety, as such. It is not in the nature of our sons and daughters, if they are vigorous and healthy, to worship at the altar of Safety. More likely they think and feel in terms of risk and adventure—that is the stuff on which they have been fed since first they could read a story. And that is the way we *want* them to feel! Safety, in itself, is a pallid, anemic, and calculating concept, almost an unworthy consideration for the person whose intelligence, vitality and training have pointed him towards some difficult and challenging goal. Thus we must present the idea of Safety with new semantic associations—and we can probably do no better than to build on the phrase given to us by that great pioneer in this movement, Albert W. Whitney: "Safety for Greater Adventures!"

The idea of "Safety for Greater Adventures!" brings me to my second and final suggestion about how attitudes can be built. Reduced to its simplest terms, I am afraid it may sound intolerably platitudinous, didactic and sentimental. But it is this: We who seek to build positive attitudes in our students must ourselves have positive attitudes—we must be better people! We must be people capable of inspiring enthusiasm and forward looking, confident, positive attitudes in our students.

To show that this means more to me than just words, I ask your indulgence in a brief personal reminiscence. When I was graduated from college, I had no strong sense of purpose and very little self confidence. I confess I drifted into teaching. But it was my good fortune that during the next five years, the be-draggled threads of my interests and abilities were tightly knit together into the luminous fabric of a certain high school community in

a way that has deeply affected my life ever since. I believe I never worked harder than during those five years, never had so much self confidence, and I worked with a sense of meaning, purpose and direction that I hope I have never quite lost. It was, in truth, a turning point in my life.

How did this happen? I can only explain it in terms of the magnificent people who were there and gave the school its character: the chairman of my department of English, the chairman of the Social Science and Mathematics departments, and others—and above all, the principal of the school. They were *big* people. They were dedicated and busy people, tirelessly working towards ends that they knew to be important. They believed in the perfectability of man and society. In consequence, they were adjusted to the idea of *change*. Thus the young high school student full of revolt against what he felt, rightly or wrongly, was stupid convention found these people smiling, friendly, helpful, and responsive.

Above all, these men and women of whom I speak *believed in people*—in the boys and girls in their classes, and in us, their younger, insecure unfledged colleagues. There were some five or six of us young men who began teaching in this school at about the same time. We found, somewhat to our dismay, that these wonderful people expected much from us, and above all, believed in us. We felt each day their affection, their confidence in us, and their faith in life and progress. They set us examples of positive thinking and of constructive, optimistic and creative work. They made each of us want to *be* more than we were so that we could *do* more than we had ever done before. And we found ourselves trying, as well as we could, to give our students the same sense of self confidence and purpose and dedication to high endeavor which we were learning from these wonderful people who believed in us—who expected so much of us that we came to expect much of ourselves.

But this was in the nineteen twenties, when there was "peace." The world had been made safe for democracy and we had the illusion, as did the boys and girls in our classes, of years to come in which one could build his life purposefully and constructively. One felt that it would only be laziness that could hold him

back from accomplishment.

Consider how much greater is the need of boys and girls today for help in believing in themselves and in their future, in believing that life offers promise of reward for creative and constructive work. What a dusty answer we have given to their need for safety and security! On the morning I write these lines the *New York Times* carries the headline "ATOM-LADEN JETS IN B-36 NOW CAN PIERCE FOE'S CORE." "Foe?" the student asks. "Has not the truce in Korea been signed?" On this same morning the radio informs us that 3 out of 5 school rooms will be overcrowded this fall and the announcer tells of a teacher who after 20 years has given up teaching for a higher paid job driving a brewery truck. However, our guided missiles program is booming, our store of atom bombs is almost certainly the best, and we are probably ahead in the development of the hydrogen bomb. True, we must take some time out of the school day to learn how to hide under the school room seats in preparation against the ever imminent sneak attack. And if we take to heart the authoritative findings of the EAST RIVER PROJECT we will build bomb shelters in our backyards—and not "some-time" but NOW, in a time of peace.

It is in such a climate that we would propose to our students the goal of safety and security to be sought through a program of strength and positive thinking rather than weakness and timidity! It is in such a world that we would seek to build constructive attitudes and inspire young people to adventurous action!

Our day is called The Age of Anxiety, and our students reflect the anxieties of their parents. What are the characteristics of young people who are accident repeaters? Recent research has shown that the accident repeaters in one large junior high school as a group showed evidences of home, health, or emotional maladjustment.

If a boy or girl or man must, in the words of Thoreau, lead a life of "quiet desperation" he will be more accident prone than one who does not. For him the years ahead will *not* present a vista of alluring alternatives for which his life and energies must be saved so that they can be poured out richly in creative usefulness and personal fulfillment. The athlete conserves his strength for the race and the prize to be won. But to another, perhaps, there may be no race to be won, but only a desperate pursuit. And if to such a person there seems no prize to be won except freedom from pursuit, who

will persuade him that safety lies in life rather than in death? The constructive life is one which is built upon positive faith and belief, and it assumes some degree of order and design within which one can hope to find a chance for creative work. In the possibility of such a life, which only safety and security can make possible, lie all our dreams of human betterment, all our aspirations for a better world.

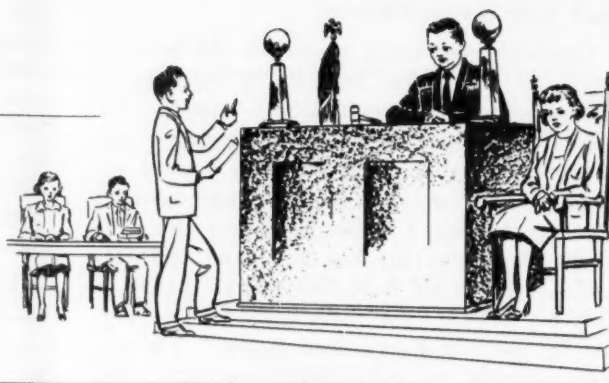
What a responsibility is ours, today, as teachers, to show to our students the dim but unmistakable outlines of this better world where all men can live together in peace and security, and by our example, in the conduct of our individual lives, to enlist their belief, with us, in the possibility of attaining it. This is no task for the fainthearted or the defeated, and obviously not for the cynic, or the egotist, or the opportunist. But if it appears to require more of us than we have thought ourselves capable of, we must nevertheless attempt it. For again and again the miracle occurs: when we expect much of ourselves and when others, in their need, believe much in us, we find the strength to move mountains.

Let us not be discouraged if it appears that this battle will never be won. The mystery of life eludes the scientists, but their relentless search continues. Can *we* afford to grow weary in the struggle to build a world in which man can live and work in peace and security—and safety? Here there is no secret of atomic structure to be discovered—only the secrets of men's minds and hearts. Here there is no mystery as to the nature of the physical universe—only the mystery of how men's fears, aggressions and instincts for self destruction can be transmuted into positive motivations of understanding, co-operation and love. Only in such a world will there be security and safety for us and our children.

Are there those among us who will not even allow themselves to hope that such a world is possible? Or worth working for? If so, they can not be in the front lines of this struggle, where our true enemies—fear, aggression, doubt, cynicism, disbelief, hostility, hate, waste and destruction, must be put to rout if the battle is to be won. And if our ranks seem too thin, and the battle seems unending, let us remember certain other goals we may have had which gave us no satisfaction because they were too easy and we reached them too soon. Better, perhaps, to remember with Browning:

"A man's reach should exceed his grasp
Or what's a Heaven for?"

Sentenced to School?



The question . . . Are there teen-age traffic safety courts or similar organizations in the high schools of your city empowered to "sentence" teen-age driving violators to city-sponsored traffic schools? If so, has such correlation of civic and student driving activities proved helpful in changing teen-age attitudes? If not, would such correlation be worthwhile, in your opinion?



GORDON C. GRAHAM

*Supervisor
Safety Education Dept.
Detroit, Mich., Public Schools*

We do not have teen-age traffic safety courts in any of our schools nor any other similar organization with punitive power. Traffic safety problems are discussed by the student council, which usually has a safety committee to study and make specific recommendations.

In general, we have been opposed to the sentencing of pupils by pupils because of some of the conflicts which have resulted . . . particularly at elementary school level between parents and the schools.

A teen-age driving violators' school is operated by the Detroit Police Department Youth Bureau Safety Section. This meets on alternate Saturdays and violators are sent by the Juvenile Court Traffic Referee to attend one or more sessions. The sessions, two hours long, cover driver attitudes, the privilege of an operator's license, and the history and necessity of traffic laws. Kodachrome slides of driving techniques are used to clarify and interpret traffic laws.

In 1953, 1059 violators attended 22 of these sessions. Those referred to the school are only those who have been sent to Juvenile Court by reason of being under 17 years of age. The school does not include those going to the regular traffic court sessions.



CARL J. PEMPEK

*Director of Safety
Maine Township High School
Park Ridge, Illinois*

In my opinion, there are three alternate means to the end result implied by your question.

1—Teen-age driving violators may be sentenced to attend a city-sponsored traffic school if the city has such a traffic school operating . . .

2—The violators may be forced to take a complete course in driver education, or at least the classroom phase with emphasis on making a passing grade . . .

3—There may be student traffic schools as an after-hour project, controlled by the director of safety or a traffic court sponsor.

Each of these methods is an equally good means to a common end. The correlation or use of any one method would prove worthwhile in changing teen-age driving attitudes. Our school uses the third because our high school is a township high serving two towns, Des Plaines and Park Ridge.

I do believe, however, that a correlation between city-sponsored traffic schools and student traffic courts would be a very worthy activity for such student courts and would be helpful in decreasing the number of school traffic code violators.



MRS. W. H. ABSHIRE
*Safety Chairman, Fifth District
 Texas P.T.A.
 and Exec. Sec'y, Safety Council
 San Antonio, Texas*

Would a correlation of civic and student activities prove helpful to changing teen-age driving attitudes? Definitely, yes. Young people will work with and take direction from their associates more than they will from some adults.

In San Antonio we have a driver improve-

ment school conducted by the police department with a very capable instructor in charge. Students that do not have a driver education course in their school and who need a license must first attend this school. Also, teen-age violators are referred to the school by the Corporation Court. However, this is not as effective as would be a juvenile traffic court, in my opinion.

It was pointed out to a group just recently that in many cases the young person who receives a traffic summons does not even let his or her parents know about it; instead he simply goes and pays the fine. As a consequence, we are at this time in the process of attempting to stimulate interest in just such an organization as you describe.



CECIL G. ZAUN
*Supervisor of Safety
 Los Angeles City
 Board of Education
 Los Angeles, California*

The teen-age traffic court schools which were conducted under the auspices of the Los Angeles County Superintendent of Schools were discontinued two years after driver education became a graduation requirement in California high schools. It was found that the traffic schools had very little to offer the chronic violator once he had completed the high school course.

Since 1951 it has been the opinion of the police and the juvenile court that to revive these schools would not be in the interest of highway safety.

Our problems seem to be greatest with those out-of-school youth who have not had driver education and who "buzz" the high schools while waiting to pick up friends at the close of the day. Most of these violators are over 18 years of age and we have found that "enforcement" and a trip to the regular Traffic Court have been quite successful in cutting down on violations. In fact, some of these violators have been sentenced to an adult traffic school, which we call our Driver Improvement Course.

Organized in January, 1952, as part of the City Adult Evening School program, this course has now handled over 2000 adults. Persons assigned to the course by the Traffic Court have been convicted of four moving violations in one 12-month period, six in a 24-month period, or eight in a 36-month period. The 18 hour course meets twice a week for three hours each evening. A recent study has shown that 78.5 per cent of all those who have gone through the course do *not* return to court because of moving violations.



MARIE E. TRAUFLER
*Consultant, Safety Education
 Minneapolis Public Schools
 Minneapolis, Minn.*

Every student in the ninth grade in our city completes a six week unit in traffic safety especially concerned with civic aspects of driving responsibility. This unit immediately precedes the time when most of them reach the age to request a learner's permit. This is a part of a sequential development in traffic safety through the grades . . . a development beginning with the unit on safety to and from school conducted in kindergarten and first

grade, and proceeding through all grades with pedestrian safety, bicycle safety, school patrol and various other traffic safety aspects.

We do not have student traffic safety courts. We feel there is considerable doubt as to whether teen-agers granted the privileges of driving may be handled differently from adults

with the same privilege. If we could find a practical tie-in with enforcement (such as the school patrols) which could be used in secondary schools, we would welcome it.

Student councils have had and continue to have an active part in the building of attitudes toward safe driving.



CHARLES C. BERNSTEIN

*Judge, Superior Court
Maricopa County
Phoenix, Arizona*

There are no teen-age traffic safety courts or similar organizations in the high schools of Phoenix, though driver education is a required subject, the same as civics or English.

However, we do have a Teen-Age Drivers' Attitude School in this city. Operated directly under the Juvenile Court, it is conducted by one of my probation officers, with the full cooperation of police, sheriff's deputies and state highway patrolmen.

All youngsters arrested or cited for traffic offenses are interviewed initially by this probation officer, who decides whether the young driver's attitude toward traffic safety, the law, and lawmen is a factor in his poor driving. If so, the student is brought before me for a review of this decision, an explanation of the attitude school, and an order for the youngster to surrender his driver's license and attend the evening classes.

Classes are taught by law enforcement officers especially selected for their understanding of and ability to get along with young people.

There are friendly, personal lectures, movies, and tests and demonstrations with the teaching aids usually associated with driver education. This is not a driver education course; however, it is helpful to attitude-changing.

The young driver learns the *reasons* for the laws. He sees among his fellow students the danger of tunnel vision and other driver shortcomings. He learns that he must be careful to protect himself from other drivers on the road. Most important of all, he learns that the cop really is a nice guy with a tough job, a guy who would rather give the youngster a helping hand than hand him a ticket. At one stage of the course, the youngsters ride in patrol cars and see the officer's work first hand.

In the three years of operation of the school, we have eliminated the terrible contest between cop and teen-ager which once turned our streets and highways into a tragic battleground. The policeman now is a popular customer at the school area malt shops and hamburger stands; the program gives promise of a whole new generation growing up to understand the laws and the need to obey them.

The youngster gets an attitude test at the beginning of this course, another at the end. If he passes, he gets his license back. If not, he has to attend another session. The net result has been that our juvenile drivers, once the terror of traffic, last year were called by the state traffic safety division the safest drivers on the road.



J. G. COCHRAN

*Supervisor, Driver Education
Hayward, California*

I would like to outline for you the structure of our student court and its general functions. It consists of five judges selected as a result of a screening process with the counselors and the executive counsel. Also included in the court roll is a clerk, an assistant clerk, and a bailiff, with a part-time student control mem-

ber who is responsible for seeing that the "sentences" of the court are carried out.

Function of the court is to deal with students who are reported as violators of the school's regulations. The infraction of these regulations is divided into misdemeanor and felony categories.

Starting with a jay-walking campaign in our city area, our student court expanded its jurisdiction to include violators of the vehicle code section regarding jay walking. Whenever a student was issued a citation by the city police department for jay walking, a copy was given me by the officer who is liaison between the city police department and our public schools.

I turned this citation over to the head judge of the student court who, in turn, put the case on the court calendar. The high school student violator was then instructed to appear before the student court. Penalty affixed was 2½

hours of after-school work with the school janitor. A second offense called for a doubled penalty; a habitual offender could be given a maximum penalty of a three-day suspension from school and a five-week suspension from extra-curricular activities.

Other than a jay-walking offense, we have not as yet handled any cases for the police department. In the future we are hoping to work out some arrangement where the school and the city police department will deal jointly with student traffic violators.



SGT. G. PATTINSON, JR.

*Police Department
Baltimore, Maryland*

First, our city high schools do not have teen-age traffic safety courts or similar organizations. Our city does have a teen-age traffic court which sends young violators to a city-sponsored traffic safety educational class.

Second, my personal conviction is that such high school organizations have little value and solve only a very small portion of our problem.

In my opinion, traffic safety education should be a must in the high school curriculum. Teaching traffic safety in high school, with classes attended by everyone, would mean fixing in teen-agers lifetime habits of good driving.

It seems to me that such training could have a good effect on at least 85 per cent of the young people. For example, youngsters sent to our Baltimore traffic safety classes for teen-age violators are given only 24 hours of classroom training. Yet only 61 of the 1329 who have

graduated from these classes have been involved in a further violation.

If, with such short training as this, Baltimore has succeeded with violator training, more lengthy training in high schools should have even better results.

Adjudication of traffic violation cases is purely a responsibility for the city traffic courts. But high schools and local police departments must cooperate in setting up a traffic safety education program. And the high school is the logical place for teaching teen-age drivers. It is here that they are learning other practical lessons of life. A veteran traffic officer with a thorough understanding of motor vehicle traffic laws (and of teen-agers) should be given a place in the high school program, however.

If we put into the high school curriculum a traffic safety educational program of this nature, we will then have combined two jobs: teaching correct driving and preventing accidents. Such a combination of police and high school effort can result in saving many lives. It may also create a better understanding of the policeman and his job.

I believe in the old adage, "an ounce of prevention is worth a pound of cure." So why not driver education *before* a violation is committed?

Youth—our greatest resource—is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

*President Dwight D. Eisenhower
State of the Union Address
January, 1954*

SIGNALS FOR SAFETY, published 1954. by the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois. Fifty cents a copy.

"The PTA can make safety a habit, a way of life. To this end it stands ready to help parents and teachers and young people acquire the needed information, skills, and attitudes, and together work for safer homes, safer schools and safer communities."

With this introduction, the PTA sets a pattern for a 64-page outline for safety for children at home and at school. Outlining always the role of the parent, the booklet fulfills its stated purpose well, incidentally provides some detailed safety information for the parents themselves.

The booklet is organized logically around a formula for safety set down in the first chapter: that "protection means making living safe for the child, whereas education means making the child safe for living." The first half of the book is thus concerned with the infant and pre-school child, when protection is of greater importance and education for safety comes only gradually into prominence. The second half of the book is concerned solely with safety education, particularly as seen at school.

In the early pages, when discussing infant and pre-school safety, the chapters become almost a guide for home safety for the entire family. As a consequence, any housewife and mother, city or rural, might increase safety in her home from a reading of its pages. And while this section is primarily devoted to providing a safe environment, beginnings of education for safety are also stated . . . and stated so simply that any parent can, intelligently, start training for safety as soon as the horizons of the pre-school child's world begin to enlarge.

In the second half the authors attempt to give any parent an insight into just how his child will be taught at school to look out for his own safety. Since many subjects . . . safety in the school plant, walking, bicycling, driving, school bus transportation, and others . . . are treated in just 20 pages, it is understandable that not too much space is devoted to any one.

However, there is enough detail to make clear what any school should be doing in safety education today, as well as to point out the part the PTA can play in this program. Cooperation with school authorities is stressed throughout; there are additional sensible suggestions for parents who must take over the role of teacher when, as for example, there is no driver education course in the local high school.

Finally and logically the booklet points out specific safety projects which a PTA safety committee can sponsor in cooperation with school and community, adds helpful information on where further and continuing safety data may be found. From this aspect, the book belongs on the home desk of every PTA safety chairman.
Alice M. Carlson

"Your Holiday Unmarred," booklet on water safety written and published by Harry Frazer, Commander in the U. S. Coast Guard. 35 pages, 50 cents, order from Harry Frazer, Lewes, Delaware. Reviewed here by Ralph Kuhli, assistant director, Home Safety Division, National Safety Council.

Mr. Frazer's booklet is a good addition to the material available on water safety. He covers the waterfront, from coastal boating to lake swimming and fishing, but safety for the operators of boats with motors is his special interest.

Mr. Frazer writes from the point of view of the U. S. Coast Guard. His material on motorboat safety could be especially helpful to fill out this usually neglected aspect of water safety. There are several excellent illustrations.

The booklet is especially suited to and recommended for those areas where parents of students (or students) operate large pleasure craft or where there is a special interest in boating.

CURRENT SAFETY FILMS

Water Safety

Surf Safety—Riptides (16mm sound motion) black & white or color. 10 minutes. Production date, 1953. Through the use of simple

Continued on page 39

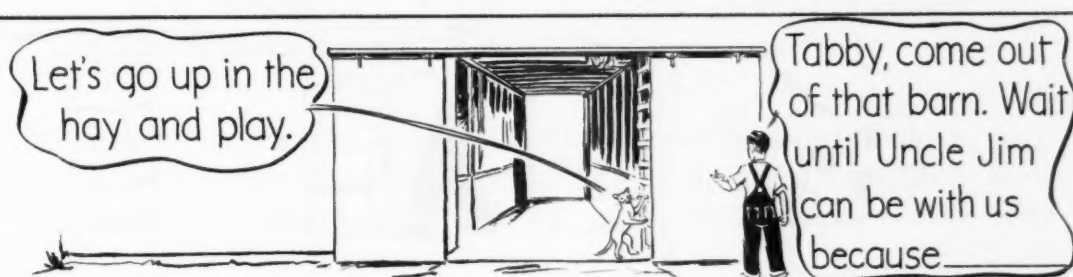
Lower Elementary SAFETY LESSON UNIT

April • 1954

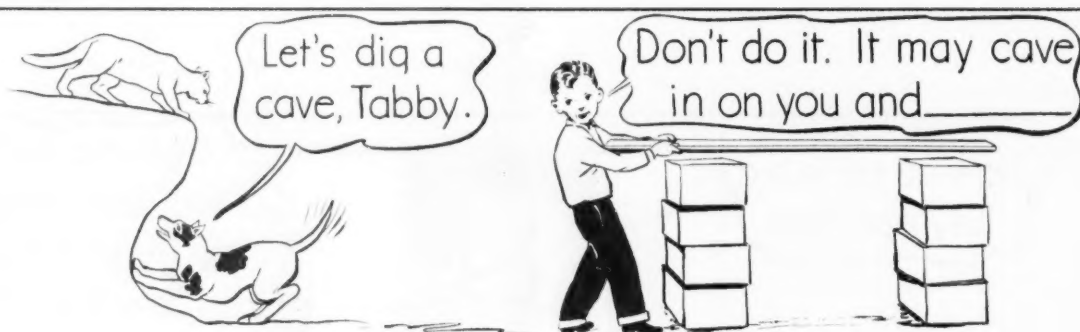


Sketch S-9955-A

Play In a Safe Place.
Play In a Safe Way.



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Some Things To Do

1. Have a committee watch the children at recess. Have them report on the safe ways the children played. Give examples of children playing fairly.
2. Make pictures of a good playground, showing children using the equipment properly.
3. Make pictures of children playing different games. Tell the rules for safety which are being followed.

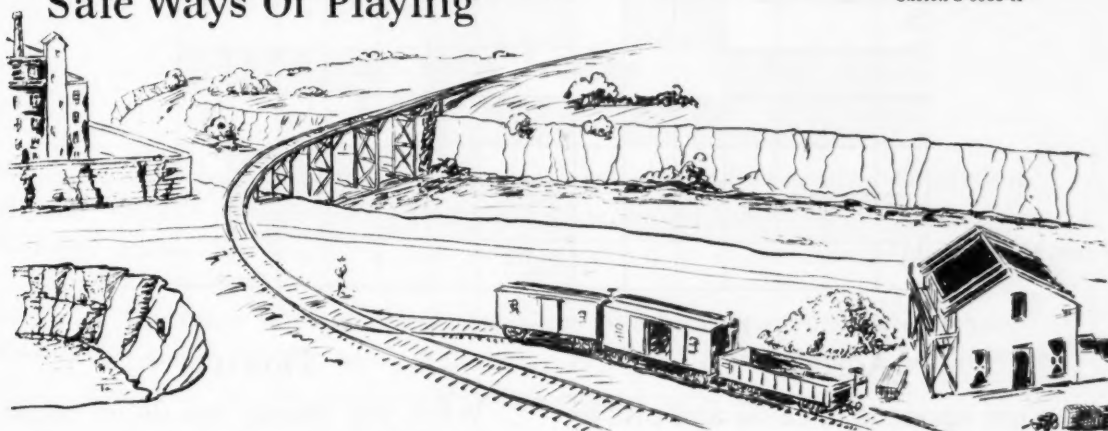
Upper Elementary SAFETY LESSON UNIT

April • 1954



Sketch S-9955-A

Safe Places To Play Safe Ways Of Playing



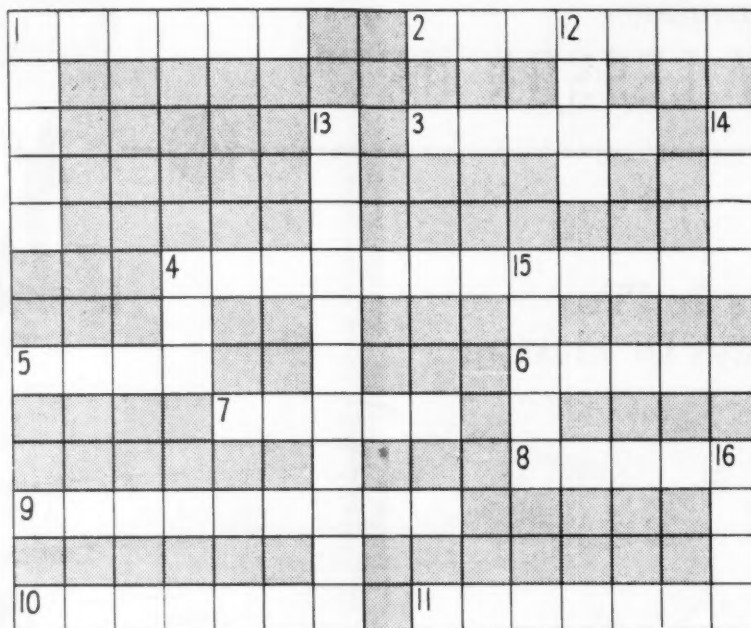
List the places in this picture unsafe for play. Tell why.

Some Things To Do

1. Choose a boy and a girl to be "Inquiring Reporters." Have them interview classmates to find out what they like to play on the playground. Have them also get suggestions for ways of improving recess and noon hour play-time.
2. Have the "Inquiring Reporters" ask classmates how they play and where they play away from school. Have them write up for the school newspaper or class newsletter safe ways of playing and safe places to play to help other children.
3. Get books from the library on games. Learn new games safe for the playground and for playing away from school.
4. Have the class start a file of games. Write up for this file a description of the games you know and new games you are learning. Lend your file to other classes so they can learn your games, too.
5. Demonstrate to another class how to play a new game that your class has just learned and likes to play.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Crossword Puzzle



Across

1. What happens to caves and pits to make them dangerous.
2. How the swing should be when you get off.
3. Where you should look when running.
4. How far away to be when watching a game. (2 words)
5. What to do when you become tired when playing.
6. The way you should not play on the playground.
7. How you should keep the places where you play.
8. What makes kite flying dangerous in some places.
9. What kind of toys that air rifles, slingshots, peashooters, bows and arrows are.
10. What you should do about railroad property. (2 words)
11. What the big danger is in playing around buildings under construction.

Down

1. What you should not do on roofs, walls, telephone poles, bridges, fire escapes, railings, old stairs.
4. What you should do in a swing.
12. What you should not do on the railroad tracks.
13. What you should do with your glasses before playing a rough game. (3 words)
14. What you should do with a bat instead of throwing it.
15. What you should not do with stones, sticks, or sand on the playground.
16. What you are happy enough to do when you are playing safely.

Answers to Crossword Puzzle:
 Across: 1. cave-in, 2. stopped, 3. ahead, 4. safe distance, 5. rest, 6. rough, 7. clean, 8. wires, 9. dangerous, 10. stay off, 11. falling.
 Down: 1. climb, 4. sit, 12. play, 13. take them off, 14. drop, 15. throw, 16. sing.

Junior High School SAFETY LESSON UNIT

April • 1954

The 1952 Traffic Story in Brief and in Grief

38,000 deaths
1,350,000 injuries

94% of vehicles involved in accidents were in good operating condition.
Of the 45,300 cars involved in fatal accidents, 34,200 were passenger cars.
Drivers under 25 years of age were involved in approximately 25% of the total accidents.
80% of the total fatal accidents involved one or more traffic violations.
Excessive speed was the most frequently reported traffic law violation.
More than half of the fatal accidents occurred after sunset.

Can You Make These Statements From the Facts Presented Above?

1. Only defective cars were involved in accidents. Yes _____ No _____
2. Most accidents occur between ten and twelve P.M. Yes _____ No _____
3. 1,400,000 persons were injured or killed in traffic accidents. Yes _____ No _____
4. Drivers under 25 years of age caused a majority of the accidents. Yes _____ No _____
5. More passenger cars than trucks were involved in fatal accidents. Yes _____ No _____
6. Driver errors caused a majority of the fatal accidents. Yes _____ No _____
7. Excessive speed had very little to do with the accident rate. Yes _____ No _____
8. Over a million and a quarter people were injured in traffic accidents. Yes _____ No _____

9. Automobiles are less dangerous than airplanes. Yes _____ No _____
10. Night driving is as safe as daylight driving. Yes _____ No _____

Will You Be a Good Driver?

Most vehicles involved in accidents were in good operating condition. The fault of the accidents was the drivers'. See how well you can rate on the following test.

1. If you are going 30 m.p.h. and if you have average reaction speed, you will travel 27 ft. before you *begin* to apply brakes in an emergency.
True _____ False _____
2. If you are driving at 30 m.p.h. and can stop the car 43 ft. from the spot where you first applied brakes, then a car going 60 m.p.h. can be stopped, from the point where brakes were first applied, in 86 ft.
True _____ False _____
3. If you accelerate to 40 m.p.h. to pass a car going 30 m.p.h., you can pass it in a total of 450 ft.
True _____ False _____



Sketch S-9956-A

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

4. If you thoughtlessly take a curve too rapidly, you should take your foot off the accelerator and pump the brakes gently.

True _____ False _____

5. If you're going 40 m.p.h. on a dry road, the best way to make an emergency stop is to apply maximum steady brake pressure without locking the wheels.

True _____ False _____

6. If your car goes into a skid, turn the wheels in the direction of the skid and do not jam on brakes.

True _____ False _____

7. When driving at night, you can see an *unexpected* object (such as a pedestrian, a fallen tree, or a cow) only half as far as an expected one.

True _____ False _____

8. Glare from approaching headlights increases danger at night.

True _____ False _____

Statements from Facts . . .
ANSWERS: 1—no; 2—no; 3—no; 4—no; 5—yes; 6—yes; 7—no; 8—yes; 9—no; 10—no.
Will You Be a Good Driver? . . .
ANSWERS: 1. (T) It takes $\frac{3}{4}$ of a second for the average driver to react to danger. 2. (F) At 60 m.p.h. braking distance would cover 172 feet. 3. (F) You would need about 800 feet. 4. (F) Keep your foot on the accelerator in order to keep the power in the driving wheels. 5. (T) You actually require a larger distance to stop if—better yet, slow down BEFORE you come to the curve. 6. (T) Never JAM on brakes when in a skid. 7. (T) If a sign warns of a narrow bridge, you will see it quicker than you will an unexpected pedestrian—because you're LOOKING FOR the bridge. 8. (T) A bright glare will cut your vision distance. Dim your lights even if the other fellow doesn't. You may save YOUR life by giving him more control over his car.
Signs of Life Answers: 1. Octagonal signs always mean STOP. 2. Rectangular white signs with black letters are regulatory—for speed limits, passing, turns, etc. 3. Diamond shape is a warning of road conditions or other hazards—drive cautiously. 4. The round sign means you're approaching a railroad crossing—slow down. 5. The crossback is right at the railroad crossing—stop, look, and listen!
"Natural Signs" Answers: 1. It may be a hay wagon traveling slowly and taking up a major portion of the road. Slow down! 2. Approaching rain ahead. Decrease speed! 3. Other people are intelligent too—obviously, there is a reason for not passing the truck. He may be signaling a left turn and you can't see the signal. Stay in line. 5. A brand new highway may not have all the traffic signs up yet. Proceed with caution.

Can You Read The Signs of Life?

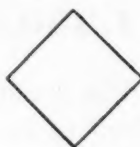
In 46 states requiring driver's license examination, applicants must identify the meaning of these five basic shapes. See how well you can do.



1. _____



2. _____



3. _____



4. _____



5. _____

"Natural Signs" of the Road

In addition to the signs shown above, a keen observer will see other "signs." Try to interpret the following "signs."

1. As you drive along a winding country road, you see wisps of hay sprinkled along the middle of the road. What might this indicate? How should you react?

2. Although it is sunny and clear, cars coming toward you have their lights on. What might this indicate? How should you react?

3. There are 10 or 12 cars following a truck. It is daytime and the road is straight with no approaching cars. The truck is traveling slowly. How should you react?

4. You are traveling at night along a new country highway that has just been opened to traffic. What thought should flash through your mind?

Senior High School SAFETY LESSON UNIT

April • 1954

Are You Ready to Drive?

Young people should be the best drivers. They have good coordination, are alert, and have good eyesight. Yet, the 1952 accident statistics indicate that drivers under 25 years of age were involved in approximately 25% of the total accidents. If your attitude is good—then you have a fine start toward being a good driver. If you increase your knowledge of sound driving practices your chances for becoming an expert driver are good. See how well you can think in the emergency situations listed below.



Sketch S-9956-A

You Bet Your Life...On Your Decisions

(Underline the correct choice)

1. If you find your footbrake and handbrake are not working, you will attempt to stop your car by:
 - a) turning off the ignition
 - b) driving off the road and hitting small bushes
 - c) double-clutching into second gear
2. If your right wheels go off the edge of the pavement, you:
 - a) turn the wheels sharply to the left
 - b) slow down gradually until you can turn back on the pavement at a safe place
 - c) immediately apply the brakes
3. You are driving on an icy street and a pedestrian slips and falls in your path. You attempt to stop by:
 - a) slamming the brakes on hard
 - b) turning off the ignition and using the hand brake
 - c) pumping the brake pedal
4. While driving behind a school bus, the bus suddenly stops. You:
 - a) slow down and pass, watching carefully for children
 - b) stop behind the bus and start when it starts or when the bus driver signals you to proceed.
 - c) blow your horn and pass the bus
5. While driving on a two-lane road, a car begins to pass you. An approaching car, however, causes the passing driver to want to get back of you again. You:
 - a) keep your speed constant
 - b) accelerate
 - c) apply brakes

ANSWERS—YOU BET YOUR LIFE: 1. (c), then (a), and maybe (b) too; 2. (b), 3. (c), 4. (b), 5. (b).

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Don't Accelerate Yourself to the Grave

When you study physics, you will find that there is one law that cannot be evaded and that is: The energy of a moving body is in proportion to the square of the speed. Simply stated, it might be compared to:



A CAT

An accident at 25 m.p.h. will probably give quite a few scratches—maybe more.



A BOBCAT

At 50 m.p.h. your car has not twice but four times the energy. Having an accident at this speed will inflict great damage.



A TIGER

At 75 m.p.h. your car has not three but nine times the energy it had at 25 m.p.h. An accident at this speed will in all probability kill!

Figure Your Chances!

Perhaps there wouldn't be so many traffic accidents if drivers took time out to figure the odds against them when they violate safety rules. Listed below are some driving situations. Figure your chances:

1. You are driving at 55 m.p.h. on an open country road with rocky hills rising up sharply on each side. You take your eyes off the road *one* second. During that time several boulders have rolled out on the road blocking it completely. As your eyes return to the road, you see the danger and use the average $\frac{5}{8}$ of a second to react and apply brakes.

- a) how many feet have you traveled since you first took your eyes off the road to the time you applied brakes?
- b) with 159 feet needed for braking distance to stop when going 55 m.p.h., what total distance will you need to stop in before you reach the boulders?
- c) measure the length of the school corridor outside your door. How does it compare with answer b?

Remember!

1. 38,000 traffic deaths in 1952 . . . most frequently reported violation was speeding.
2. The next time you drive at night, notice how your visibility is impaired by the bright headlights from the car behind you. The "brights" reflect in your eyes from the rear-vision mirror. Dim your lights when following a car!

Remember!

More than half of the fatal accidents occur after sundown.

3. Since headlight glare cuts down on visibility, make sure you dim your lights even though the approaching driver doesn't—at least it gives him more of a chance to miss *you*!

Remember!

94 per cent of the vehicles in the 1952 accident total were in good operating condition . . . the drivers or pedestrians made the errors.

ANSWERS
FIGURE YOUR CHANCES: 1. (a) 51 feet,
(b) 210 feet. 2. (140 feet).



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GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

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Dale Evans and Roy Rogers present the 1953 first place trophy in the Roy Rogers School Safety Award program to S.S. Dillow School, Fort Worth, Texas.

Q school safety on Taiwan . . .

Taiwan . . . Formosa . . . is known to most Americans as the island stronghold of Nationalist China. And most of us probably do not think particularly of children and their safety in connection with this military outpost. Children, however . . . some 1,200,000 of them in grades one through six . . . are the foremost concern of Yen-sing Ching, of the Department of Education, Taipei, Taiwan.

In the U.S. since last fall, Mr. Ching visited the National Safety Council early this year to discover new ways to improve the safety program now in force in the more than 1200 schools under his jurisdiction.

The school health and safety program on Taiwan, Mr. Ching relates, is now five years old. It is a unified program, administered in identical fashion in both large and small schools throughout the island. Featured are education for safety to and from school, fire safety, home safety and other subjects, just as in the United States. The program includes a monitor and patrol system, with these as well as all health and safety education measures (the two are grouped together) conducted by the school teacher as part of her classroom day.

To keep the program in progress, each summer a two-week training course in the principles of health and safety is conducted. The first week of the course is devoted to theory; the second week is spent in practical demonstration of safety teaching methods. Each teacher is also given a classroom manual outlining all the health and safety subjects she should incorporate into the 18-week school semester.

BULL

Q Dillow school receives award . . .

S.S. Dillow School of Fort Worth, Texas, received its first place award in the 1953 Roy Rogers School Safety Award program February 8.

The gold statuette of Mr. Rogers' horse, Trigger, was awarded by the film star and his wife, Dale Evans. The school presentation program was broadcast over the local radio station and sent into all classrooms of the 65 Fort Worth Schools, to a city-wide audience of 30,000 children.

This year, in addition to the three national trophies for the schools selected as best in the nation, a trophy will be awarded to the school with the best safety record in each state. A certificate of achievement will also be given to each school participating in the Roy Rogers Safety Awards Program.

Q seminars . . .

Seminars for college driver education instructors will be conducted at regional centers dur-



**HOMER
ALLEN**

ETI TAIWAN, TEXAS, TO COME

ing the spring and summer, Dr. Herbert J. Stack, director of New York University's Center for Safety Education has announced.

The safety sessions will be held in cooperation with the University of Texas from May 31 through June 5, the University of California from June 7 through 11, and the University of Illinois from June 14 through June 19. A seminar will also be conducted at NYU from June 21 through 24.

Dr. Stack will be assisted in conducting the safety seminars by Dr. Marland Strasser at the University of California, Dr. A. E. Florio at the University of Illinois, Thomas Seals of the Association of Casualty and Surety Companies in Mississippi, Dr. Leon Brody and Earl Heath at NYU, and Dr. David Brace at the University of Texas.

Q Pennsylvania safety conference . . .

The end of this month at Bedford, Pa., educators from all over the state will meet to dis-



Dothan, Alabama, spent the last week of January checking up on all of the city's motor vehicles. Houston County School buses moved through the testing lanes on Saturday morning, before the citizens had breakfasted. Camp Rucker, Alabama, is nearby; an MP stands with Solomon Baxter, Houston County Superintendent of Schools, as the buses pass through the check point.

M.P.'s, state police, and local enforcement agencies worked together on this project for motor vehicle safety. Vehicles rejected (and this was true for school buses, too) most frequently had worn out tires, or defective lights, brakes or steering mechanisms.

Homer Allen Is Director of Driver Education for Indiana

HOMER ALLEN, professor of physical education for men at Purdue University, has taken a year's leave of absence from that West Lafayette, Indiana, campus to become director of driver education for the state of Indiana.

From the department of public instruction at Indianapolis, Mr. Allen now promotes driver education throughout the state. The new appointment became effective February 1.

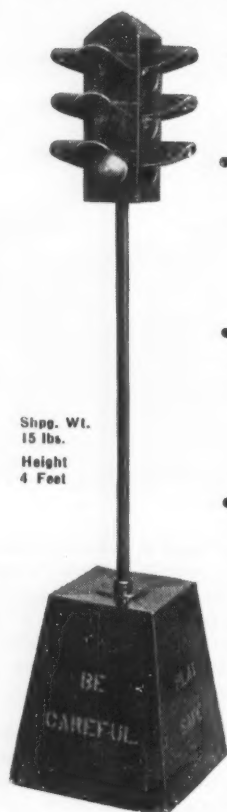
Mr. Allen received his bachelor's degree in physical education from Springfield College at Springfield, Massachusetts, in 1926, his Master of Education from the same school in 1933.

Later he was a member of the first group to attend the Center for Safety Education at New York University.

A teacher and coach of physical education in high schools, private school and at the University, Mr. Allen was in charge of major physical education courses at Purdue and acted as head track coach there for several years.

Long active in the driver education section and on the higher education committee of the National Safety Council, Mr. Allen is currently chairman of the program committee for the School and College sessions of the 1954 National Safety Congress.

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cuss "Safety for Human Conservation." This is the theme of the fifth annual conference of the Pennsylvania Safety Education Association April 23 and 24 at the Bedford Springs Hotel. The meeting will discuss elementary and secondary school safety, college safety education, and highway safety and driver education. There'll be interesting exhibits as well as outstanding speakers and consultants on hand. For more information write Asa Wiley at Greensburg High School, Greensburg, Pa.

Q safety section, national convention . . .

New York City is the site of the National Convention of the American Association for Health, Physical Education and Recreation. April 20th and 21st are the dates the safety section of the association meets for a three part symposium, with A. E. "Joe" Florio of the University of Illinois as presiding chairman.

Program for the two days includes:

► first, a panel on accident prevention in sports, with 10-minute talks by experts on football, basketball, baseball, gymnastics and women's sports.

► next, a discussion of both the second national conference on driver education and a plan for preventing hunting accidents.

► finally . . . the second morning . . . a conducted tour by bus to the Brooklyn High School of Automotive Trades to observe the Drivotrainer in action in a high school driver education class.

Q driver education in Philly . . .

The driver education program in the Philadelphia public school system has grown to include 21 full-time teachers of the subject in 16 of the city's high schools. Starting next September the remaining high schools will also offer a driver education program. The current step: examinations for the new teacher positions are being given this spring.

Q conference on colleges . . .

National Safety Council is one of the sponsoring organizations for the Fourth National Conference on Health in Colleges to be held May 5 to 9 at the Hotel Statler in New York.

Dr. J. L. Morrill, president of the University of Minnesota, is president of the conference,

which will consider ways for protecting and improving the health of college students through comprehensive and integrated programs of health service and education. Suggestions will also be formulated for relating college health programs to all other college functions.

A tentative list of topics to be considered includes fire and other safety standards for college housing, safety controls in laboratories and other work areas, techniques of safely performing a job, traffic problems and other safety factors.



New York meeting . . .

Safety experts from all over the nation will gather in New York for five days of conferences, starting April 5. The occasion: New York's 24th annual Safety Convention and Exposition. The convention's 57 meetings will cover virtually all fields of industrial, highway, home, school and public safety. Among the 200 speakers will be federal officials, educators, law enforcement authorities, scientists, safety engineers and industrial executives.



Beloit makes driver education a must

The city of Beloit, Wisconsin, is located so close to the state line that it hardly knows whether it is in Wisconsin or Illinois. But it knows exactly where it stands on the future driving welfare of its young people.

This year, reports the Wisconsin Motor Vehicle Department, the high school in Beloit became the first in the state to make its driver education course an absolute requirement for graduation.

Before this school year driver education in that city, as in many other Wisconsin communities, was taught as part of the sophomore English or biology course. This made it in effect compulsory, inasmuch as the "parent" course was compulsory. Yet driver education lacked the prestige of an independent course, recognized on its own right and offered for credit.

This year, for the first time, driver education in Beloit has been a separate course offering more than 30 hours of classroom instruction and worth 1/4 credit toward graduation. Students meet twice-weekly for a full semester in their sophomore year. Each student must pass the course, repeating the work if necessary, before graduation.

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AMERICAN BADGE COMPANY

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Views and Reviews, *continued from page 26*

animation combined with "live" examples, this film teaches what a riptide is, how it is formed, what its dangers are, and how to avoid them. Points out that common sense precautions and swimming in safe areas manned by lifeguards will eliminate chances of serious accidents. SOURCE: University of California, Educational Film Sales Dept., University Extension, Los Angeles 24, Calif. AVAILABILITY BASIS: preview, purchase, rental.

Fire Safety

Fire Prevention (35mm silent slidefilm) color. 47 frames. Production date, 1952. A mouse organizes a junior fire brigade manned by a dog and a cat. They point out fire hazards in the home and prevent some serious fires. They then go to a school and give a lecture on common fire hazards and elementary principles of fire fighting. For elementary school levels. SOURCE: National Film Board of Canada, 1270 Avenue of the Americas, New York 20, N. Y. or Ottawa, Ontario, Canada. AVAILABILITY BASIS: purchase.

"Flashy" The Fire Bug (35mm silent slidefilm) color. 46 frames. Production date, 1953. Flashy

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Everything for the Playground:** General information on playground equipment is contained in this catalog. Heavy-duty, standard, and junior swing sets are described, along with slide, merry-go-round, and various see-saws. J. E. Burke Co.
2. **"Let's Drive Right":** A new text written expressly for high-school driver education courses. The book focuses on safety, working toward the development of responsible attitudes and good standards of judgment in young drivers. Free examination material available. Scott, Foresman & Co.
3. **"Color Dynamics":** Booklet that explains how color can be utilized to stimulate both pupils and teachers alike. Schoolrooms may use color arrangements in keeping with the activities for which the rooms are used. Pittsburgh Plate Glass Co.
4. **"Safety Challenges You":** A new text written expressly for grades 7-8-9. A practical, dynamic program based upon the three fundamentals—skills, attitudes, and knowledge—essential to safe living. Write for detailed descriptive folder. Beckley-Cardy Co.
5. **"Driver Training and Testing Equipment":** Catalog illustrates and features driver training and testing equipment. Also presents you with reprints of articles relevant to driver training and testing, including visual aids for safety. Porto-Clinic Instruments, Inc.
6. **Stretchers:** 4-page pamphlet illustrates and describes five different types of emergency stretchers. Dimensions and specifications included. Bomgardner Manufacturing Co.
7. **Safe Driving Instructor:** Folder illustrates and explains the use of an instruction board for visual instruction in safe driving. Magnetized on both sides, the board is equipped with miniature cars, trucks and other highway equipment. Magno-Saf-T Board.

SAFETY EDUCATION

APRIL 1954

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City

Safety Education for April, 1954 • 40

the Fire Bug who loves fires, illustrates the many ways in which fires can be started, while Fire Lore, the hero, shows how to combat them and what safety rules to follow to prevent their ever starting. "Fire Lore" foils all attempts by "Flashy" to start fires. SOURCE: National Film Board of Canada, 1270 Avenue of the Americas, New York 20, N. Y. or Ottawa, Ontario, Canada. AVAILABILITY BASIS: purchase.

Safety, a Part of Every Study

Continued from page 15

Mr. Mack: How did you happen to run the light this time?

Bob: I was out with the gang.

Mr. Mack: Yes. Well, how about the light?

Bob: Well, the gang had been ribbing me about being fined for not stopping. We looked down the street. Dick said he bet I couldn't get through before the light changed. I speeded up . . . I was going too fast to stop. I saw there weren't any cars there. Well, I decided to go through on the red. Then I saw the kid. I slammed on the brake, but you know the rest . . . Mr. Mack, you got to get me off. I didn't mean to do it, honest I didn't.

Mr. Mack: Bob, you've got to face the facts. People in this town put the stop light on that corner just to protect the school children. Marion was standing there waiting for the light to change. A green light means safety to those kids.

After more conversation between the principal characters, Mr. Allen comments that "Bob is just a boy" . . . and Mr. X counters:

"Yes, but he's old enough by state law to drive a car; so he should be old enough to take the responsibility that goes with one. There are too many Bobs in the world, and not all of them are young, irresponsible boys, either."

★ ★ ★ ★ ★

There's more to Eddie Ward's script, but this portion shows that the high school senior who wrote it not only learned how to dramatize a situation for radio, but also thought deeply of the causes behind traffic accidents and the responsibility of the individual to drive with care and obey street signs. It's another instance of the way safety education can and should be woven into all phases of the modern school curriculum . . . a regular part of the school's daily endeavor to train young people to become thinking, better . . . safer . . . citizens!

FOR TEACHING THE



Here are two aids that will simplify the job of teaching the A B C's of safety—Lesson Units and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.



LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

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POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.



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